

Application Packet

Cover Page

Computer Assisted Writing, 2009-2011

Name of Applicant District/Agency:	Brooklyn Schools	
Town Code:	051	
Name of Superintendent/Director and email address:	Dr. Louise S. Berry berry@brooklynschools.org	
Fiscal Agent (if other than applicant, include contact phone number):	Brooklyn Schools	
Grant Contact and email address:	Glen Lessig lessig@brooklynschools.org	
Phone:	860-774-9153	
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Address:	119 Gorman Road Brooklyn, CT 06234	
Previous Funding	<p>Has the district received previous funding under the <i>Computer Assisted Writing, Instruction, and Testing</i> Grant Program?</p> <p><input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, in which year was the project funded? _____ Which grade(s) did the project involve? _____</p>	
Signature of Superintendent/Director:		Date: July 30,2009

Application Preparation Check-Off Sheet

The submitted application has the following:

- ☒ Cover Page
- ☒ Application Preparation Check-Off Sheet (signed)
- ☒ Grant Elements (Each of the 10 Grant Elements is addressed)
- ☒ Statement of Assurances (signed)
- ☒ Affirmative Action Plan is on File (signed)
- ☒ Agreement Form (signed)

Important Note: An application that is missing any of the following elements will not be considered.

Grant Preparer: EASTCONN Date: July 30, 2009

Grant Elements

Element 1: School Overview

Brooklyn Middle School Overview

The Brooklyn School District, located in northeastern Connecticut, serves a rural community of 7,200. Reporting an adjusted personal income average of \$17,630 (CT State Data Center, 2006), Brooklyn is well below several of the districts that are in its same District Reference Group (DRG) E. For example, the adjusted personal income average for families in Litchfield is \$35,020, and in Colebrook, \$32,921. With such low family-related income rates, it is little wonder that employment and labor statistics underscore the increasing impoverishment of the northeastern region's small school districts. As the Nellie Mae Foundation (2008) notes, these rural towns saw the largest increase in Food Stamp recipients in the state in 2007, and an increase of 148% in the number of individuals receiving General Assistance benefits. As much as 22% of the school age children are alone and unsupervised during the day, and Brooklyn, and its surrounding communities, have been identified as a high need/underserved health and dental region by public health leaders. Unemployment in Brooklyn is currently at 6% and rising. As much as 21% of the Town's adults lack a high school diploma, and out-migration rates in the area are high (Nellie Mae Foundation, 2008). As much as 16.4% of the student population participates in the Free and Reduced Lunch Program, and approximately 12% of the School's students receive special education services. Presently, all students and their families are fluent in English. Of the School's students receiving special education services, 98% are spending over 79% of their time in regular education classroom settings. The middle school student population is 96.5% Caucasian, with very little racial or ethnic diversity. Approximately 11% of the School's students are identified as Gifted and/or Talented (slightly higher than the state average of 8%).

There are 29 general education teachers at the middle school, 3 special education teachers, 1 library media specialist, and 7 paraprofessionals. The average number of years experience in education among Brooklyn's teachers and instructors is 18, and nearly 83% have a Master's Degree or Above.

While Brooklyn Middle School has met annual AYP targets, the teachers and administrators have identified a widening gender achievement gap in reading and writing skills, which the School Improvement Plan has highlighted. Brooklyn educators are looking to identify and infuse greater use of research-supported strategies in all classrooms to address this achievement gap.

School Strengths

One of the greatest strengths of Brooklyn Middle School is its dedicated and professional staff. The administration and teachers at Brooklyn Middle School are caring professionals that are deeply involved in supporting students' needs. Teachers meet before school and after school to identify strategies and develop plans to improve student learning and school climate. Teachers meet regularly in study groups to read educational books, research, and curricular-related materials, and discuss topics relevant to school improvement efforts. The focus of school improvement in Brooklyn Middle School has centered on data analysis, improving reading, mapping and revising curriculum, and improving school climate.

Another significant strength of Brooklyn Middle School has been its commitment and support of using technology to improve teaching and learning. Brooklyn continues to invest local resources to maintain a

robust technology infrastructure and has computers in every classroom and 3 computer labs. Two of the computer labs are available to all classrooms during the school day. Brooklyn also supports teachers' professional development in the integration of technology into the classroom through the use of EASTCONN technology specialists that work in the school one day per week. These technology specialists provide in-classroom modeling and support, as well as after school training for teachers.

School Challenges

As a small rural middle school, Brooklyn faces challenges that are very similar to other CT rural middle schools, such as the lack of a full time curriculum director. In addition staffing, other challenges include:

- Developing effective comprehensive strategies that address the increasing gender achievement gap
- Developing effective instructional strategies to improve the acquisition of skills for all students in all academic areas, but specifically in reading, writing, and mathematics
- Developing school-wide academic supports that meet the needs of all students
- Utilizing technology as an instructional tool for teaching and learning to motivate students and lead to improvement in their reading and writing abilities
- Identifying and providing strategic programs for students with significant academic skill deficiencies

The gender achievement gap in both reading and writing, as reflected in the last four years of CMT results, is particularly concerning. The two tables below show a summary of the CMT Reading and CMT Writing results for 2006 through 2009. The results clearly show an achievement gap in the percent at goal for boys at Brooklyn Middle School. While the gender achievement gap is less evident in reading, there is an achievement gap in 2009 CMT Writing that ranges from a 12 percentage point gap in grade 6 to a 33 percentage point gap in grade 5. The gender achievement gap in grade 7 in writing is 22 percentage points, and the gap in grade 8 is 16 percentage points. It is to address these gaps and learning performance inconsistencies that Brooklyn Middle School is applying for funding support. This grant program will provide Brooklyn with the resources needed to help address this gap.

Brooklyn Middle School 3-year CMT results								
Reading	2006 % at Goal		2007 % at Goal		2008 % at Goal		2009 % at Goal	
	Male	Female	Male	Female	Male	Female	Male	Female
Grade 5	47%	59%	54%	71%	72%	61%	46%	67%
Grade 6	49%	73%	62%	74%	63%	76%	74%	76%
Grade 7	63%	73%	65%	81%	63%	74%	69%	83%
Grade 8	49%	67%	60%	65%	64%	71%	64%	68%
Writing	2006 % at Goal		2007 % at Goal		2008 % at Goal		2009 % at Goal	
	Male	Female	Male	Female	Male	Female	Male	Female
Grade 5	45%	74%	50%	69%	63%	66%	50%	83%
Grade 6	53%	76%	49%	71%	43%	64%	54%	66%
Grade 7	57%	77%	63%	83%	55%	80%	51%	73%
Grade 8	43%	67%	61%	81%	42%	78%	55%	71%

Curricular Efforts

Currently, Brooklyn Middle School is involved in the following efforts to strengthen its curricular:

- Developing and implementing a school climate curriculum
- Ongoing mapping and revising of curricula
- Developing universal common assessments in math, reading, and writing to be used for all students as part of their SRBI (Scientific Research Based Intervention) Plan
- Reviewing guidelines for editing and revising assessments
- Reviewing guidelines for science assessments
- Identifying and coordinating skill and content expectations in the sequence of courses and grade levels to insure clear alignment with the new CT Curriculum Grade Level Expectations
- Improving all curriculum documents in terms of completeness and content
- Identifying effective instructional strategies, based on an analysis of student data
- Reviewing holistic writing prompt rubrics

Rationale for grant participation and alignment to school and district goals

The Brooklyn Technology Plan states the following:

“Literacy in the 21st century requires more than the ability to read, write, and compute. The Brooklyn School believes that every student must develop strong technological skills and continually use them in order to function successfully in our 21st century world. Brooklyn School must ensure that technology resources are integrated across the curriculum in preK-8 and become part of the fabric of instruction. Students must use appropriate technologies to access worldwide resources in order to become more productive learners as part of their regular classroom routine. They must be able to use the many forms of technology to access, understand, manage, interpret, evaluate and create information. They also must be able to analyze information for content, relevancy and accuracy and be able to present that information in a variety of formats, including those with technology platforms.”

In order to achieve that mission statement, Brooklyn students need to reach high levels of academic achievement and become competent users of technology as a tool for lifelong learning.

Brooklyn Middle School, therefore, is looking to accelerate students’ acquisition of important writing and technology-related skills through greater access to technology resources, including those that provide a one-to-one computing environment, and access to online writing tools that give students timely and constructive feedback. By providing teachers with greater access to technology and student writing assessment data, Brooklyn Middle School will be able to transform traditional classroom writing instruction to promote accelerated student learning, and higher levels of performance and achievement. Brooklyn also intends to examine the efficacy and impact of using online artificial intelligent technology to address the widening gender achievement gap. The identified technology will allow greater differentiation in classroom practice, and the more strategic provision of individualized learning programs based on each student’s changing skills. As a result, increased learning outcomes are anticipated.

The proposed project is clearly aligned with Brooklyn's goals for student learning. One of Brooklyn's district-wide goals, to be addressed in the School's Improvement Plan, is to ensure that all programs maximize the potential of all learners. This grant program, therefore, will help us move that Plan forward.

Objectives relating to that overarching goal include the following:

- Promote greater inclusion of research-supported educational practice in the area of teaching and learning
- Improve methods for measuring student learning in accordance with benchmarks established in the curriculum
- Provide a method to continually update the curriculum to reflect emerging research on best practice

This project will provide teachers and students with access to technology tools that have demonstrated a positive impact on students' writing skills.

Element 2: Project Summary

The *Brooklyn Middle School Online Writing Project* will provide five grade 6 teachers, special education teachers and 105 grade 6 students with access to technology tools that are proven to improve students' basic writing skills. The project is designed to provide a one-to-one computing environment for all grade six students during the 2009 – 2010 school year. The project will get underway as soon as grant funds are awarded. Equipment and software will be purchased and teachers will immediately be immersed in the use of the new equipment with on-site support from an EASTCONN technology specialist. Brooklyn uses local funds to contract with EASTCONN to provide weekly technology integration support services for teachers at Brooklyn Middle School. This in-kind technology support will provide teachers with additional professional development and coaching support beyond the funding provided by the grant. In addition, participating teachers will attend a 3-day MY Access!® Workshop on the *Essentials of Effective Writing Instruction and Assessment*. In these workshops teachers will become familiar with the use of MY Access!® and begin to plan for classroom implementation. Additional professional development sessions will be scheduled during the Fall for teachers to develop the common writing prompt assessments and a common holistic writing rubric that will be used during the year to monitor student progress and provide data to evaluate the project. These assessments will be developed using data from the National Writing Project and Carl Nagin (*Because Writing Matters*). This professional development program will provide a solid foundation for helping teachers develop strategies that are research based. Teachers will also receive intensive training in analyzing student work as a way to better inform and guide instruction. Targeted instruction will be provided in evaluating student work using identified protocols such as the *Tuning Protocol*.

One unique component of the *Brooklyn Middle School Online Writing Project* will be the development of a cadre of student coaches. Approximately 12 targeted 6th grade students will be selected to be trained as student coaches in the use of MY Access!®. During the school year, this student cadre, once identified, will receive additional instruction and support from the Brooklyn teachers and the EASTCONN technology specialist to improve their skills in using the technology, software, and in developing coaching skills so they can assist their peers. During the summer of 2010, a *Summer Institute for Young Writers* will be conducted, aimed at improving student-writing skills and enhancing the use of technology. Workshops will be designed to enhance the students' skills with MY Access!® and greater facility in using laptops to motivate and improve writing skills. The students will attend three morning sessions for three hours each day. Parents will be invited to attend the final session to support the

process of parental involvement. Additional parent information sessions will be scheduled quarterly throughout the school year to discuss project developments and student progress. These sessions will be held in the evening to accommodate parents' work schedules.

Baseline student writing data from the Fall common writing prompt will be collected by the administration from all grade 6 students. The teachers involved in the project will score the results using the school's common writing rubric, analyze the data and compare the results with CMT 2009 data to identify students' strengths and weaknesses. These data will be used to plan instruction for all levels of classes. The grade 6 teachers will work with Brooklyn's special education teachers and other support personnel to provide effective Tier 2 and Tier 3 interventions for students that do not meet the benchmark on the common writing assessments. These interventions will be monitored for their effectiveness and shared with other staff as part of Brooklyn's SRBI (Scientific Research Based Intervention) implementation.

Teachers and students will begin using the laptops and software applications on a daily basis and MY Access! ® at least 2 times per week in class as soon as equipment can be purchased and installed, and professional development on its usage adequately underway. Writing assignments will be directed at science content to integrate the assured experiences developed in Brooklyn's recent E2T2 science and technology grant. Additional writing assignments will feature topics of a personal nature, designed to promote reflection, interpretation, and evaluation of the students' own learning.

The project team, consisting of the principal, the project's five teachers (grade 6 teachers, special education teachers and technology coordinator), and the EASTCONN literacy/technology consultant will meet monthly throughout the year to monitor student progress in writing and to make necessary adjustments to the project. Teachers will use the mid-term common writing prompt to measure levels of student growth in writing as compared with data collected from the fall writing prompt. A final common writing prompt will be administered in May 2010. All of the results will be analyzed to determine the overall effectiveness of the project.

Throughout the school year, project teachers will have access to an EASTCONN literacy/technology consultant. This consultant will provide in-class coaching and modeling of effective writing strategies and the effective use of the technology. The EASTCONN consultant will also facilitate monthly writing seminars for the project teachers. Seminar topics will focus on the identified needs of the project teachers, but could include additional MY Access! ® support, collaborative planning, modeled writing, collaborative writing, peer conferencing, revision strategies, examining student work, and other activities.

Project Objectives

(See Element 9: Project Evaluation for evaluation method of the project objectives)

The proposed project is designed to address the following objectives:

1. Evaluate the impact on teachers in the use of technology teaching tools as a strategy for accelerating student learning and for improving the development of writing skills for all students, especially for struggling students
2. Evaluate the impact of one-to-one computing and daily use of technology tools to accelerate student learning and development of writing skills
3. Evaluate the effectiveness of an online writing tool, MY Access! ® in improving student writing and the development of writing skills

Summary of Project Timeline and Key Activities

Date	Project Activities	Description
Fall 2009	Equipment and software purchased	All hardware, software and supplies are ordered, received and configured for teacher and student use.
Fall 2009	Training for teachers in classroom management of mobile laptop carts	EASTCONN technology consultant will provide on-site technical assistance to teachers in the use and management of the new laptops (this will be in-kind support provided by Brooklyn)
Fall 2009	MY Access!® Workshops (3 days)	Three Brooklyn grade 6 teachers will attend the 3 MY Access! ® Workshops. Those teachers will provide training to other teachers involved in the project. This training will include the following topics: Essentials of Effective Writing Instruction and Assessment, Part 1 (1 day) Essentials of Effective Writing Instruction and Assessment, Part 2 (1 day) Essentials of Effective Writing Instruction and Assessment, Part 3 (1 day)
Fall 2009	Holistic Scoring Workshop (1 day)	EASTCONN literacy consultant will provide professional development to teachers in holistically scoring student writing.
Fall 2009	Analyzing Student Work (1 day)	During this one day session, participants will: <ul style="list-style-type: none"> • Learn a variety of protocols for looking at student work • Examine student writing samples • Identify patterns and trends • Discuss implications for instruction
Fall 2009	Writing Prompts (1 day)	EASTCONN literacy consultant will facilitate the development of the common writing prompts for fall, mid-term and final data collections as well as the development of other common writing assessments
Fall 2009 – Spring 2010	Classroom Activities	Implementation of project activities with teachers and students using wireless laptop lab hardware, software and MY Access!® online writing tools
Fall 2009	Analyze Student Data (1 day)	EASTCONN literacy consultant will facilitate the analysis of baseline student data from Fall writing prompt
Fall 2009 – Spring 2010	Parent Information Sessions <i>CT Plan for Secondary School Reform.</i>	Brooklyn teachers will conduct evening information sessions for parents on a quarterly schedule on the use of the laptops and to make connections to the <i>CT Plan for Secondary School Reform.</i>
Fall 2009 – Spring 2010	After School Writing Seminars (8 sessions)	EASTCONN consultants will facilitate eight after school seminars that will focus on the identified needs of the team members with an emphasis on writing strategies and effective technology integration strategies.
Fall 2009 – Spring 2010	Monthly Team Planning and Evaluation Meetings	EASTCONN consultants will facilitate monthly team planning and evaluation meetings to review and monitor program progress, and to provide “just in time” training and support to project participants. EASTCONN consultants are experienced in using MY Access! ® and are experienced literacy consultants.
Fall 2009 – Spring 2010	Online Support through BMS Writing Wiki	EASTCONN consultants will provide assistance to Brooklyn teachers in the development of a Writing Wiki that will provide an online resource for staff collaboration.
Fall 2009	Using Data to Differentiate Instruction (2 days)	EASTCONN literacy consultant will provide training and facilitation in the use of student data to differentiate classroom instruction

Date	Project Activities	Description
Fall 2009 – Spring 2010	Literacy and Technology Coaching	EASTCONN consultants will provide on-site embedded professional development coaching support for the teachers who are integrating the technology tools with students.
Winter 2010	Analyze Student Data (1 day)	EASTCONN literacy consultant will facilitate the analysis of student data from winter writing prompt
Spring 2010	Analyze Student Data (1 day)	EASTCONN literacy consultant will facilitate the analysis of student data from spring writing prompt
June 2010	Summer Writing Institute (4 days)	EASTCONN technology/literacy consultants will facilitate with project teachers a 4-day summer writing institute for team members to include: <ul style="list-style-type: none"> • Refine MY Access!® skills for all users • Use MY Access!® tools to evaluate writing at the individual student level • Develop modifications in curriculum and instruction to improve identified areas • Learn to monitor student growth using MY Access! ® • Research effective instructional strategies that improve student writing • Develop classroom management strategies for integrating wireless laptops into the instructional plan • Train student coaches in the use of MY Access!® and the laptops • Conduct parent information session
June 2010	Final Report	Prepare and submit final report to CSDE

Time students will use equipment for project activities

Students in the project will be expected to write on a daily basis and will use both the laptops and the school computer labs daily to accomplish this objective. This will involve the use of the Microsoft Office and Inspiration software packages as well as MY Access!®. It is expected that students will use MY Access!® at least 2 times a week to receive an assessment of their written works in progress as well as instructional feedback to help them revise and edit their work.

Through the grant project, all students will be assigned a MY Access!® account. With this account, students will have access to the MY Access!® online writing tools whenever they are on the Internet. In school, this means that they will have access through the wireless laptop lab and the computer labs. After school, students will be able to access their MY Access!® account from home, if they have a computer and Internet connectivity, or the town library. This means that students will be able to use MY Access!® on a more regular basis to get immediate feedback on their writing.

Optional Considerations:

Secondary School Reform Document – Goals for Middle School

The CT Plan for Secondary School Reform states that:

“The use of standard computer-based applications for practicing skills, gathering and analyzing information, producing a variety of products, conducting research on the Internet, and developing portfolios of best work are integral to the learning process for each student. By using these technology applications, students will develop the necessary critical and creative thinking, problem- solving, and communication skills so important for the 21st century. Students will

experience these opportunities both in the core curriculum courses and in a variety of electives available to students as part of the technology education menu. Technology is integral to the development of the Grade 8 Portfolio”

The *Brooklyn Middle School Online Writing Project* will help the school begin to plan for the implementation of the *CT Plan for Secondary School Reform* by developing online student portfolios. As stated, individual student success plans are an integral component of the *CT Plan for Secondary School Reform*, and at Brooklyn Middle School, teachers, students, and their parents will need to understand how we will be using these success plans to greater effect. In addition, the development of individual student success plans will support the school’s SRBI implementation plan as teachers look to provide a continuum of supports for students across all three tiers of SRBI.

Special Education Students

Brooklyn Middle School has an inclusion model for special education students and those students receive direct support from special education teachers in the Tier 1 core curriculum. Special education teachers will be trained in the use of the laptops and MY Access!® so that they can provide a continuum of support for special education students.

ELL Students.

At the present time, Brooklyn Middle School has no ELL students. But should students move to the District over the course of the school year, Brooklyn teachers will insure that new ELL students are effectively incorporated within the proposed program. EASTCONN’s ELL Consortium is available to assist, if needed.

Parent Communication

Parent communication about the project will be provided throughout the year. In the fall a letter will be sent to all grade 6 parents describing the project and directing them to the Brooklyn Middle School web site where monthly updates and information will be shared. In addition, the school will schedule quarterly evening sessions for parents to provide project updates and to answer any questions they may have. Demonstrations of the learning tools will be provided so that parents can understand and support the work their children are engaged in. These sessions will also provide the school and parents with a forum for sharing information about the *CT Plan for Secondary School Reform* and implications for middle school students. As stated previously, the parents of the student coaches will be invited to attend the final day of the Summer Writing Institute.

Element 3: Computers/Technical

There will be approximately 105 6th grade students participating in this grant during the 2009-2010 school year. There will be five 6 grade classes with an average of 22 students in each class. This grant will allow the district to purchase 27 Apple MacBooks to ensure one to one access to computers and the internet for all participants.

Additional one-to-one access to technology is also available in the Brooklyn Middle School Media Center, where there are two 24-station desktop computers. Using all of these technology resources will ensure student access to technology on a daily basis.

Hardware specifications for the Apple MacBook

- Processor 2.13GHz Intel Core 2 Duo processor with 3MB on-chip shared L2 cache running 1:1 with processor speed
- System bus 1066MHz frontside bus
- Memory 2GB (two 1GB SO-DIMMs) of 800MHz DDR2 SDRAM; two SO-DIMM slots support up to 4GB
- Hard drive 160GB Serial ATA; 5400 rpm
- Optical drive 8x SuperDrive (DVD±R DL/DVD±RW/CD-RW)
- Graphics NVIDIA GeForce 9400M graphics processor with 256MB of DDR3 SDRAM shared with main memory³
- Video Built-in iSight camera; Mini Display Port output port with support for DVI, VGA, and dual-link DVI
- Display 13.3-inch (diagonal) LED-backlit glossy widescreen display, 1280-by-800 resolution
- Audio Built-in stereo speakers, built-in omnidirectional microphone, combined optical digital input/analog line in, combined optical digital output/analog line out
- Networking Built-in 10/100/1000BASE-T (Gigabit) Ethernet
- Wireless Built-in AirPort Extreme Wi-Fi (based on IEEE 802.11n draft specification)²; built-in Bluetooth 2.1 + EDR (Enhanced Data Rate) module
- Power 60W MagSafe Power Adapter, AC wall plug, power cord, lithium-polymer battery
- Warranty 3 year AppleCare protection plan
- OS Leopard 10.5

Recharging/Storage

Battery/Charging, Storage: Each computer comes supplied with a primary 8-cell Lithium-polymer battery with AC pack and a limited battery warranty. Additional lithium polymer batteries will be purchased. A Bretford Mobility Cart will also be purchased to secure student laptops when they are not in use. This Mobile Cabinet is on wheels and can be readily moved from class to class, and secured in a secure storage room when not in use and each evening, thus providing security for the devices as well as ready access for participant use. This Mobile Cabinet is equipped with a recharging strip capable of recharging the student machines.

Teacher computers

Apple MacBooks (see above for specifications) will be purchased to allow project teachers (5 - 6th grade teachers and 1 - Special Education teacher) to access the software and internet resources in the same manner as the students. This access will allow teachers to teach and prepare lessons with greater effectiveness and efficiency. These computers will be available by project teachers in the instruction and lesson planning of other groups beyond the scope of the project. The teachers involved in this project, with internet access at home, will be able to use their computers to access both MY Access!® and other internet resources from their homes. Lastly, throughout and at the conclusion of this project, the teachers involved will make use of the equipment and technology to conduct workshops and presentations for all Brooklyn Middle School staff to orient and inform them as to the effectiveness of the technology for accelerating learning and developing student writing skills.

Security

The current measures that Brooklyn Middle School employs to protect existing laptops will be applied to the equipment purchased as part of this project. Usage policies developed to prevent damage are complemented by an extended warranty that covers accidental damage. Project laptops will be secured in a locking Bretford Mobility cart; keys will be available to project teachers during their assigned period. When not in use, the locked cart will be stored in a secure storage room. Peripheral equipment for the cart (wireless access point and printer) will be secured to the cart in order to prevent theft. Brooklyn deploys Sophos Anti-Virus protection which will be installed on all equipment purchased for this project.

Policies, Procedures and Programs

Brooklyn Middle School has a technology plan in place that addresses computer and technology related policies and procedures. The School's Technology Team, including the Media Specialist, the Principal, and designated department staff, has created and adopted policies and procedures relating to computer usage. These policies and procedures are reviewed periodically; and new policies and practices are created to address the adoption of new technological tools and resources. This team will convene to consider the unique conditions associated with the introduction of student laptops and connection to an online assessment and instructional program. Policies and practices created will be approved in the established manner. Insurance, maintenance, and replacement policies and practices are already in place and will be upgraded as necessary. The project does not include or address the home-use of laptop computers by students. If that becomes a practice during the project to assist in the laptop program's success, policies will be written and adopted to address this need. As appropriate, the school's Acceptable Use Policy will be revised to incorporate any new language to cover the activities of this project.

Internet Connectivity

Internet access for the laptops will be provided by a wireless access point attached to the laptop storage cart. Via the access point, the laptops will connect to the building network and receive filtered internet through the Connecticut Education Network. Brooklyn Middle School continues to maintain its connection to the Connecticut Education Network (CEN) and takes advantage of the resources provided through CEN. Brooklyn's Technology Plan clearly documents the District's commitment to ensuring that the school's technological infrastructure is continually improved and upgraded.

Technical Support

Technical support for the laptops and applications in this project will include internal and external resources. Brooklyn is committed to providing adequate hardware support for the technology equipment used in instruction. The laptops will be maintained by the District's technicians through the current procedures for computer support/repair and maintenance. Current staff are familiar with the specific laptops to be purchased and will provide appropriate maintenance and support for the equipment in this project. Additionally, extended hardware support will be purchased from the vendor. In order to provide appropriate support for the applications involved in this project, Brooklyn's current team of technology staff will be trained in their use. They will continue to provide technical support and will be supplemented by EASTCONN's technology specialists, as well. In addition, the MY Access!® program provides technical assistance and resources.

Element 4: Applications

Software Applications

The following software will be purchased and installed on both the student and teacher laptops:

- **Microsoft Office 2008** – This professional productivity software package contains a variety of tools for preparing and presenting written information including: Microsoft Word, the most widely used word processing software on the market; Microsoft Excel, a spreadsheet with powerful graphing capabilities; and Microsoft PowerPoint, a very popular multimedia presentation software. This software package is sufficient to meet project objectives. In addition, teachers will use the package to design curriculum materials and present instruction. For example, Microsoft Office will be used by students to meet such project objectives as daily writing assignments, revising, editing and presenting final products for publication.
- **Inspiration** – This is a graphical software package that allows teachers and students to build webs and graphic organizers or outlines of their thinking. According to Inspiration Software[®], Inc., the developer of this learning tool, the software was developed to promote and stimulate visual thinking skills that foster students' creative and critical thinking skills. This software will be used by teachers to design concept maps and graphic organizers for student use; and by students to develop their writing skills through pre-planning, pre-writing, organizing activities. Inspiration is also a valuable pre-writing tool for students to design their own concept maps and create visual representations or outlines of their thinking prior to writing a piece. Special education teachers have found the visual/organizational tools to be a valuable resource for some students with special needs.

MY Access!® from Vantage Learning

Brooklyn Middle School will use MY Access!® online writing. MY Access!® is Vantage Learning's prompt-driven, web-based writing environment that scores student essays instantly using artificial intelligence technology. MY Access!® provides individualized diagnostic instruction that engages and motivates students to want to improve their writing proficiency.

Vantage Learning's MY Access!® online writing program has proven results and is increasing student writing achievement in Connecticut and across the United States. MY Access!® includes a CAPT released prompt and provides a writing environment similar to those required on the CAPT and CMT. MY Access!® is also aligned to Connecticut state writing and reading standards and provides the option for either a 4- or 6-point scoring rubric.

In addition, Vantage Learning has demonstrated the positive impact of the MY Access!® software through documented State writing results with students and faculty in the Connecticut education community. Vantage Learning has worked with Connecticut Department of Education to validate the accuracy and reliability of MY Access!® scoring for Connecticut needs. For example, MY Access!® includes a CAPT released official persuasive prompt, "Advertising on School Grounds", for skill development purposes.

MY Access!® provides students with an iterative process of writing and revising, including frequent opportunities to write, receive immediate feedback, and practice specified skills. These actions have been shown collectively to lead to improved writing performance.

MY Access!® provides a unique one-to-one learning environment with immediate feedback through the **MY Tutor** and **MY Editor** components. Each of these instructional and student tools can be configured at different levels (developing, proficient and advanced) to deliver individualized instruction and

feedback based upon a specific students abilities. MY Access!® is the only solution that provides this level of personalized feedback settings and ESL/ELL feedback options.

MY Access!® utilizes the IntelliMetric™ artificial intelligence scoring engine to provide immediate feedback on submitted essays. Holistic scores on a 4- or 6-point scale as well as analytical scores in the areas of Focus and Meaning; Content and Development; Organization; Language, Use and Style; and Mechanics and Conventions, are used by this program. Currently, MY Access!® provides content for grades 4 through higher education including narrative, persuasive, informative, literary, and expository-related prompts.

In addition, an online portfolio will be maintained for every student using MY Access!®. All original drafts, scores, revisions, comments from teachers, reflective journal entries, and IntelliMetric feedback will be accessible at any time. Teachers and administrators will also be able to view these portfolios at the individual, class, school, or higher aggregate level.

Time students will use MY Access!®

Students in the project will be expected to write on a daily basis and will use both the laptops and the school computer labs daily to accomplish this objective. This will involve the use of the Microsoft Office and Inspiration software packages as well as MY Access!®. It is expected that students will use MY Access!® at least two times a week to receive an assessment of their written works in progress as well as instructional feedback to help them to revise and edit their writing.

Through the grant project, students will be assigned a MY Access!® account so that they can use the MY Access!® online writing tools whenever they are on the Internet. In school, this means that they will have access through the wireless laptop lab and the computer labs. After school, students will be able to access their MY Access!® account from home, if they have a computer and Internet connectivity, or the town library. This means that students will be able to use MY Access!® on a regular basis to get immediate feedback on their writing.

Element 5: Curriculum Integration

Technology Alignment with Curriculum Frameworks

One important aspect of this project is that students will have the opportunity to use technology tools to write frequently and receive immediate feedback that will inform their revision process. A second component of the project is to provide students with an opportunity to apply their writing skills in a content area, specifically, science. Brooklyn administrators and teachers are dedicated in developing their technological capacities and using technological tools and resources to accelerate the learning outcomes of all students. A third project focus is to assist the District in planning for and implementing the Student Success Plan and Grade 8 Portfolio that is an integral part of the *CT Plan for Secondary School Reform*. As recommended by the high school reform initiative,

“The use of standard computer-based applications for practicing skills, gathering and analyzing information, producing a variety of products, conducting research on the Internet, and developing portfolios of best work are integral to the learning process for each student. By using these technology applications, students will develop the necessary critical and creative thinking, problem- solving, and communication skills so important for the 21st century. Students will experience these opportunities both in the core curriculum courses and in a variety of

electives available to students as part of the technology education menu. Technology is integral to the development of the Grade 8 Portfolio”

During the project, participating teachers will teach the standard Brooklyn English Language Arts General Education Curriculum to their sixth grade students. The teachers will integrate technology tools on a daily basis to support the reading and writing development of all students. These technology tools include: wireless MacBook laptops, Microsoft Office’s productivity software suite, Inspiration’s visual thinking software and MY Access!®.

The Brooklyn School Language Arts Curriculum focuses on all four of the Connecticut Content Standards for English Language Arts:

Standard 1: Reading and Responding

Students read, comprehend, and respond in individual, literal, critical, and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Standard 2: Exploring and Responding to Literature

Students read and respond to classical and contemporary texts from many cultures and literary periods.

Standard 3: Communicating with Others

Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Standard 4: English Language Conventions

Students apply the conventions of Standard English in oral and written communication.

The MY Access!® software directly addresses **Standards 3 and 4**. Multimedia software, like Microsoft Office’s PowerPoint, will provide students with the tools they need to effectively communicate with others (**Standard 3**). MY Access!® also encourages students to read and respond to a variety of texts (**Standard 1**), explore and respond to literature (**Standard 2**), and communicate with others (**Standard 3**). It also gives students immediate feedback to help them apply English language conventions (**Standard 4**) appropriately.

The table below summarizes some specific activities in the project and identifies the content standards that will be addressed and the Grade Level Expectancies.

Activity	Standard	Grade Level Expectancy
Create four writing benchmarks for grade 6 students in a variety of genres	Language Arts 3.1 3.2 4.1 4.2 4.3	Language Arts GLEs 24, 26, 27, 28, 30, 31 memoirs, compare-contrast essays, informational reports using cause-effect, time order, persuasive pieces that incorporate research and information; persuasive pieces that prioritize argument
Use My Access! to provide increased opportunities to write while providing immediate feedback on revision and editing	Language Arts 4.1 4.2 4.3	Connecticut Accountability for Learning Initiative “Regular and timely feedback regarding student attainment of most critical standards, which allows teachers to modify instruction to better meet the diverse learning needs of all students.” – Common Formative Assessments document (Ainsworth)
Target individual writing goals through	Secondary School Reform	Secondary School Reform Document – Goals for Middle School

My Tutor (individualized feedback and goals) component (Student Success Plan – Secondary School Reform Document)	Document – Goals for Middle School	“The use of standard computer-based applications for practicing skills, gathering and analyzing information, producing a variety of products, conducting research on the Internet, and developing portfolios of best work are integral to the learning process for each student. By using these technology applications, students will develop the necessary critical, and creative thinking, problem- solving, and communication skills so important for the 21st century. Students will experience these opportunities both in the core curriculum courses and in a variety of electives that will be available as part of the technology education menu. Technology is integral to the development of the Grade 8 Portfolio”
Use My Access Report on scientific investigations conducted as part of Embedded Task and other science content standards	Science 6.1 6.2 6.2a 6.3a 6.4a	Science 6.1.6 Conduct and report on an investigation that uses physical means to separate substances in a mixture. Science 6.2.11 , Explain the impact of environmental conditions such as climate, elevation, topography, or water quality on food chains. Science 6.2.12 Research and report on how living organisms affect their environment in both beneficial and harmful ways. Science 6.3.6 Design, conduct and report in writing on investigations that reveal different substances absorb and release heat at different rates. Science 6.4.8 Compare and contrast the general structures, processes, and limitations of a septic system to a secondary wastewater treatment plant.
Use My Access to plan, draft, revise, edit, publish and reflect on students’ own writing	Language Arts 3.1 3.2 4.3	Language Arts GLE 17 use organizer to analyze, synthesize, and evaluate writing plan. Language Arts GLE 18 reread text and draft over time. Language Arts GLE 19 seek and consider feedback from adults and peers to revise text. Language Arts GLE 20 use multiple resources for proofreading and editing.
Students create own writing portfolio, selecting pieces that demonstrate growth using web based My Access to collect portfolio elements	Language Arts 1.2 3.2	Language Arts GLE 22 use criteria to choose and defend portfolio choices, and to select pieces that demonstrate growth.

Effective Integration of Technology into Curriculum and Instruction

The proposed project is designed so that Brooklyn Middle School teachers and students have access to technology on a daily basis. To ensure that the project teachers have adequate support in integrating the technology effectively, a comprehensive professional development program has been designed. (See Element 6: Professional Development.) This intensive, sustained professional development plan includes sufficient support to teachers throughout the project, promoting the effective integration of the laptops and software applications in accelerating students' acquisition and refinement of effective writing skills. An intensive amount of professional development is planned for the fall of 2009 to immerse teachers in the new technologies as quickly as possible. As good models of professional development provide ongoing follow-up, this plan includes monthly project team meetings, as well as regular on-site support provided by an EASTCONN literacy/technology consultant. The EASTCONN literacy/technology consultant is a trained user of the MY Access!® program and is also skilled in providing technology coaching and promoting technology integration. These steps will help to ensure that staff receive the support and professional development necessary to integrate the technology into daily instruction.

All teachers and students will have access to *MS Office* and *Inspiration*® software. *Inspiration*® is a software tool that students use to plan, research, and complete projects. With the integrated Diagram and Outline Views, for example, students will be able to create graphic organizers and expand topics into writing. This combination helps to encourage learning in multiple modes. As a result, students gain and retain a better understanding of concepts, and demonstrate that knowledge through improved performances across the curriculum.

These software solutions will have a significant impact on instruction and will add value to the curriculum. Teachers will use these software tools to integrate research-proven instructional strategies that have been documented by the work of Marzano and others. These strategies will include:

- Identifying similarities and differences
- Summarizing and note taking
- Producing nonlinguistic representations
- Using Cooperative learning strategies
- Using questions, cues and advance organizers

Grade Level and Content Area Impact and Student Teacher Selection

All 105 students in grade 6 classes will participate in the project, including special education students. The subject areas that will be impacted are Language Arts, including a focus on non-fiction writing in Science.

There will be five classroom teachers directly involved in the project, with support from special education teachers, the library media specialist and EASTCONN literacy/technology consultants. All participating teachers will work collaboratively to monitor special education students on a case by case basis. The special education teachers will provide assistance with the modification of assignments and student use of technology. Students who are identified as needing additional support will work closely with the classroom teachers, special education teachers, and other support staff through identified Tier 2 and Tier 3 Interventions.

Element 6: Professional Development

Professional development for teachers is an important aspect of the project, and Brooklyn Middle School is committed to providing a comprehensive professional development program to support the project. As indicated in the table below, an ongoing professional development plan has been developed

to provide support to teachers throughout the project. An intensive amount of professional development is planned for the fall of 2009 in order to immerse teachers in the new technologies and in the best practices of writing instruction. Good models of professional development provide for ongoing follow-up, and, as such, this plan includes monthly project team meetings as well as regular on-site support provided by an EASTCONN literacy/technology consultant. The table below summarizes the professional development plan.

Date	PD Activities	Explanation of PD Activities
Fall 2009	<p>MY Access!® Workshops:</p> <p>Essentials of Effective Writing Instruction and Assessment, Part 1 (1 day)</p>	<p>3 Brooklyn grade 6 teachers will attend the 3 MY Access!® Workshops. This training will include the following topics:</p> <p>Essentials of Effective Writing Instruction and Assessment, Part 1</p> <p>Objective:</p> <ul style="list-style-type: none"> Develop an understanding of how to use MY Access!® to support a writing process approach and writing instruction. <p>Description: This full-day, hands-on writing workshop provides participants with an understanding of how to set up groups and assignments, and how to use MY Access!® tools, resources, and feedback to support writing instruction. During this workshop, participants will learn how to:</p> <ul style="list-style-type: none"> Set up groups and customize writing assignments. Teach the stages of the writing process using the MY Access!® program. Learn how rubrics can be used as powerful tools for learning about writing. Teach students to recognize the qualities of effective writing, and transfer these qualities to their own writing practice. Develop a repertoire of prewriting, drafting, organizing, and revising strategies. Provide students with feedback during the revision process. Teach students how to set measurable and achievable goals, edit and revise, and manage their own writing process. Provide students with strategies to become independent, confident, and responsible learners. <p>Essentials of Effective Writing Instruction and Assessment, Part 2</p> <p>Objectives:</p> <ul style="list-style-type: none"> Develop teachers' ability to use student portfolios as a means for extracting data, analyzing student writing and feedback, and communicating with teachers and parents. Enhance teachers' repertoire of strategies for using MY Access!® tools, feedback, and resources. <p>Description: During this workshop, participants will:</p> <ul style="list-style-type: none"> Review the MY Access!® bank of prompts, rubrics, and alignment with standards. Review their school goals and curriculum, using district-

Date	PD Activities	Explanation of PD Activities
		<p>approved curriculum guides and book adoptions.</p> <ul style="list-style-type: none"> • Determine which MY Access!® prompts will correlate thematically and/or are skill-based with delivery of district curriculum and standards. • Learn the custom prompt process. • Develop a scope and sequence guide to assist teachers in their pacing of the integration of writing instruction using MY Access!® with existing curriculum content and standards.
	Essentials of Effective Writing Instruction and Assessment, Part 3 (1 day)	<p>Essentials of Effective Writing Instruction and Assessment, Part 3 (1 day)</p> <p>Objectives:</p> <ul style="list-style-type: none"> • Determine how assessment data can inform teacher instruction/intervention strategies to improve student writing achievement. • Determine Best Practices, utilizing features of MY Access!® and effective writing instruction. • Deepen teachers' knowledge of the content they teach. • Expand teachers' repertoire of research-based instructional skills. <p>Description: During this workshop, participants will:</p> <ul style="list-style-type: none"> • Increase their repertoire of instructional strategies for using MY Access!® to teach writing skills. • Learn how to use a variety of reports in MY Access!® to extract data on student performance by group, prompt, demographics, etc. • Analyze data for specific information relative to student success on domains of the rubric, user frequency, etc. • For each observation/conclusion drawn from analysis of report data, develop an action plan (series of lessons) to target instruction for each area of need. • Develop a plan for aligning and integrating writing instruction with MY Access!® tools and processes. • Analyze and evaluate students' writing for evidence of skills taught in the writing curriculum.
Fall 2009	Holistic Scoring Workshop (1 day)	EASTCONN consultant will provide professional development to teachers in holistically scoring student writing.
Fall 2009	Analyzing Student Work (1 day)	<p>EASTCON consultant will provide professional development on analyzing student work. During this 1 day session, participants will:</p> <ul style="list-style-type: none"> • Learn a variety of protocols for looking at student work • Examine student work writing samples from their students • Identify patterns and trends • Discuss implications for instruction
Fall 2009	Writing Prompts (1 day)	EASTCONN literacy consultant will facilitate the development of the common writing prompts for fall, mid-term, and final data collections, as well as the development of other common writing assessments.
Fall 2009 – Spring 2010	Analyze Student Data (3 days)	EASTCONN literacy consultant will facilitate the analysis of student data from the Fall, Winter, and Spring writing prompts.

Date	PD Activities	Explanation of PD Activities
Fall 2009 – Spring 2010	After School Writing Seminars (8 sessions)	EASTCONN consultant will facilitate 8 after school seminars that will focus on the identified needs of the team members. Topics could include: <ul style="list-style-type: none"> • Additional MY Access!® training and support • collaborative planning • modeled writing • collaborative writing • peer conferencing • revision strategies • assessing writing • reader's and writer's workshop • observing • examining student work • other activities determined collaboratively with participating teachers
Fall 2009 – Spring 2010	Monthly Team Planning and Evaluation Meetings	EASTCONN consultant will facilitate monthly team planning and evaluation meetings to review and monitor program progress, and to provide “just in time” training and support to project participants. EASTCONN consultants are experienced in using MY Access!® and are experienced literacy consultants.
Fall 2009- Spring 2010	Online Support through <i>BMS Writing Wiki</i>	EASTCONN consultant will assist Brooklyn teachers in the development of a Writing Wiki that will provide an online resource for staff collaboration. Resources will include: <ul style="list-style-type: none"> • Content resources (print and Web-based) • Training materials • Threaded discussions
Fall 2009	Using Data to Differentiate Instruction (2 days)	EASTCONN consultant will provide professional development on using data to differentiate instruction. Participants will: <ul style="list-style-type: none"> • Examine student work, including their writing samples • Learn how to use such technology tools as Microsoft Excel to identify patterns and trends • Design mini-lessons to address areas that students need to strengthen • Identify strategies that support differentiating instruction
Fall 2009 – Spring 2010	Literacy and Technology Coaching	EASTCONN consultants will provide on-site professional development coaching support for the teachers who are integrating the technology tools with students. This coaching support will consist of such activities as: <ul style="list-style-type: none"> ➤ classroom management of mobile laptop labs ➤ support with software applications ➤ collaborative planning ➤ providing demonstration lessons in such topics as: <ul style="list-style-type: none"> ➤ modeled writing ➤ collaborative writing ➤ peer conferencing ➤ revision strategies ➤ assessing writing ➤ reader's and writer's workshop ➤ observing ➤ examining student work ➤ other activities determined collaboratively with participating teachers

Date	PD Activities	Explanation of PD Activities
June 2010	Summer Writing Institute (4 days)	EASTCONN consultants will facilitate a 4-day summer writing institute for team members to include: <ul style="list-style-type: none"> • Refining MY Access!® skills for all users • Using MY Access!® tools to evaluate writing at the individual student level • Develop modifications in curriculum and instruction to improve identified areas • Learn to monitor student growth using MY Access!® • Research effective instructional strategies that improve student writing • Develop classroom management strategies for integrating wireless laptops into the instructional plan

Support for Teachers

Teachers will be supported in the implementation of this project on an ongoing basis. EASTCONN literacy/technology consultants, experienced in using MY Access!®, will facilitate monthly team planning and evaluation meetings to review and monitor the project's progress, and provide “just in time” training, onsite coaching, and support for project participants. The project team will consist of the building principal, the project teachers, and the school technology coordinator. The school technology coordinator will also be trained in the use of MY Access!® in order to provide in-school support to teachers on an on-going and as needed basis.

Brooklyn teachers will also develop an online environment for support through the development of a wikispace. Brooklyn teachers, working with EASTCONN, will create a regional professional development resource that will be available to all middle school teachers in the region and throughout the state. The intention is to create a professional learning community that will be a resource for best practices in the teaching of writing for all middle school teachers. There are several districts in the EASTCONN region that have received grant funding to implement writing programs, and these districts will be invited to participate in the wikispace.

Teachers will be provided with release time and substitute coverage to attend workshops and conferences that will enhance their professional learning.

Teachers will also have access to technical support from Vantage Learning. Vantage Learning provides Help Desk support, Monday - Thursday 8 AM to 11 PM; Friday 8 AM to 8 PM; and Saturday, 9 AM – 5 PM. EST The Help Desk number is 800-322-0848, and Vantage Learning's provides email support can be accessed at support@gomyaccess.com.

Fall 2009- Spring 2010	Online Support through BMS Writing Wiki	EASTCONN consultants will provide assistance to Brooklyn teachers in the development of a Writing Wiki that will provide an online resource for staff collaboration. Resources will include: <ul style="list-style-type: none"> • Content resources (print and Web-based) • Training materials • Threaded discussions
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Fall 2009 – Spring 2010	Literacy and Technology Coaching	EASTCONN consultants will provide on-site professional development in the form of coaching support for the teachers who are integrating the technology tools with students. This coaching support will consist of such activities as: <ul style="list-style-type: none"> ➤ classroom management of mobile laptop labs ➤ support with software applications ➤ collaborative planning ➤ demonstrating lessons in such topics as: ➤ modeled writing ➤ collaborative writing ➤ peer conferencing ➤ revision strategies ➤ assessing writing ➤ reader's and writer's workshop ➤ observing ➤ examining student work and other activities determined collaboratively with participating teachers
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Element 7: Support

Brooklyn Middle School is committed to the success of this project; and to ensure that success, a variety of supports have been integrated throughout the professional development model, as can be seen in the table above. The following assets are noted for their potential in ensuring successful outcomes on project goals and objectives. These assets include but are not limited to:

Principal's Role

The principal will be an active member of the project planning and evaluation team and participate in all monthly planning and evaluation meetings. The principal is also committed to adjusting the school's master schedule to ensure that the teachers and students participating in the project have maximum access to the technology during the implementation of the project. The administration will also provide substitute coverage, release time, and stipends, as needed, to ensure project success.

The technology coordinator will coordinate on-site support and assistance for teachers in using MY Access!®. The principal will ensure that the school's technology staff provides teachers and students with support in the use and maintenance of the new laptops and online technology.

In-Kind Resources and District Support

The District will provide in-kind support in the following ways:

- Use local professional development funds to support teachers during the 2009-2010 school year
- Use local funds to hire EASTCONN literacy/technology consultants to provide on-site coaching and support to teachers during the 2009-2010 school year
- Designate sufficient technology staff support to properly maintain laptops and learning resources
- Provide teachers in the project with substitute coverage, release time, and stipends during the 2009-2010 school year

- Support teachers in attending regional MY Access!® User Group Meetings and other state and regional professional development opportunities
- Use local funds to purchase additional laptops and software for teachers involved in the project

Element 8: Project Continuation

Brooklyn Middle School will ensure project continuation in several ways, including but not limited to the following:

- Use existing grant funds to purchase a 3-year subscription to MY Access!®, thus ensuring that the program will be available beyond the 2009-2010 school year for teachers and students
- Replace laptops, as needed, through Brooklyn's regular equipment replacement plan
- Use local professional development funds to provide ongoing coaching and support for teachers
- Expand the School's local technical assistance contract with EASTCONN to include onsite coaching from a writing consultant
- Arrange for teachers who receive the MY Access!® training through this project to provide professional development for other Brooklyn staff during the school's professional development days in 2009-2010.
- Arrange coverage and release time for teachers to attend regional User Group and provide release time for teachers to attend state and regional professional development opportunities that target writing improvement for secondary school students.

Element 9: Project Evaluation

Evaluation of Project

The evaluation of the project will include both formative and summative components. The formative evaluation will be done on an ongoing basis during the monthly project team meetings. As previously noted, the project team will consist of the building principal, the EASTCONN literacy consultant, and the participating teachers. During the monthly meetings, the project team will review and analyze multiple sources of data. These data will include:

- student reports generated from MY Access!®
- student writing samples
- teacher learning logs
- district data extracted from the school's data management system
- student progress charts by skill area

Based on the information gained through the formative assessment process, the project team will determine adjustments to the critical components of the project, such as topics for professional development, throughout the year.

The summative evaluation will use the following methodology to determine project effectiveness and impact. The project will administer a common writing prompt in the Fall of 2009 to collect baseline student data for the project. The writing prompts will be scored using the school's common writing rubric. The data will be analyzed and compared with data from the 2009 CMT administration. A mid-term common writing prompt will be given in Winter of 2010. Results from this common assessment will be analyzed and compared with the baseline data to evaluate student growth. All assessment results will be entered into the school's data management system to facilitate longitudinal analysis. Since the 2010 CMT results will not be available by the time of the project's completion in June of 2010, the

School staff will also administer a final common writing prompt in the Spring of 2010. These three locally administered and holistically scored writing prompts will be analyzed to document student growth and improvement in writing. Additional measures and student data will also be analyzed, such as attendance, demographics, and discipline to determine the overall effectiveness of the project. All of these data points will be stored in the School's data management system and will be readily available for analysis. Teacher anecdotal data from learning logs will also be reviewed and analyzed to identify instructional strategies that were proven to be particularly effective in improving student writing.

Project Objectives	Evaluation Method
1. Evaluate the impact for teachers in the use of technology teaching tools as a strategy for accelerating student learning and for improving the development of writing skills for all students, especially for struggling students	Data will be collected around the frequency of teacher use of the technology. Teacher learning logs will be maintained and will be reviewed at monthly project team meetings. Student writing will be analyzed to track student progress and development of skills, based on baseline data collected in the Fall. Student data will be disaggregated to analyze the impact of the project for students that did not perform well on the Fall assessment.
2. Evaluate the impact of one-to-one computing and daily use of technology tools in accelerating student learning and improving writing skills	Data will be collected around the frequency of student use of the technology. Student writing will be reviewed at monthly project team meetings to track student progress and their development of skills, in comparison to baseline data collected in the Fall.
3. Evaluate the effectiveness of an online writing tool, MY Access!®, in improving student writing and the development of writing skills	Students will be given a common writing assessment in Fall of 2009 to establish a baseline. Two additional common writing assessments will be given in the winter and spring. Results of these assessments will be analyzed to document student growth and improvement in writing.

Element 10: Fiscal Information

FISCAL YEAR 2009-2010

GRANTEE NAME: Brooklyn Schools		TOWN CODE:051
GRANT TITLE: Title II, D, Enhance. Educ. Thru Technology PROJECT TITLE: <i>Brooklyn Middle School Online Writing Project</i> CORE-CT Classification: FUND: 12060 SPID: 20826 PROGRAM: 82079 BUDGET REFERENCE 2010 CHARTFIELD1: 170003 CHARTFIELD2: SDE00005		
GRANT PERIOD: (9/1/09-6/30/11)		AUTHORIZED AMOUNT:
CODE	DESCRIPTION	BUDGET AMOUNT
111B	TEACHERS	\$1,920.00
119	OTHER	
322	INSERVICE (INSTRUCTIONAL PROGRAM IMPROVEMENT SERVICES)	\$14,850.00
325	PARENTAL ACTIVITIES	
330	OTHER PROFESSIONAL/TECHNICAL SERVICES	
400	PURCHASED PROPERTY SERVICES	
580	TRAVEL	
590	OTHER PURCHASED SERVICES	
611	INSTRUCTIONAL SUPPLIES	\$9,327.00
700	PROPERTY/EQUIPMENT	\$30,669.95
890	OTHER OBJECTS (MISCELLANEOUS EXPENDITURES)	
	TOTAL:	\$56,766.95

Grant Budget Narrative

CODE	OBJECT	AMOUNT
111B	<i>Teachers</i> Stipends for employees providing direct instruction/counseling to pupils/clients. Includes staff for whom the grantee is paying employee benefits and who are on the grantee payroll. Substitute payments are included in this category.	\$1,920.00
	Teacher Stipends 4 days @ \$160/day for 3 teachers = \$1,920.00	
119	<i>Other</i> Stipends for any other grantee employee not fitting into Object Code 111B.	\$
322	<i>In-service (Instructional Program Improvement Services)</i> Payments for services performed by persons qualified to assist teachers and supervisors to enhance the quality of the teaching process. This category includes curriculum consultants, in-service training specialists, etc., who are not on the grantee payroll.	\$14850
	3 MyAccess Workshops @ \$250/teacher for 3 teachers = \$2,250.00 4 day Summer Writing Workshop @ \$750/day = \$3,000.00 1 day Holistic Scoring Workshop @ \$750/day = \$750.00 1 day Analyzing Student Work Workshop @ \$750/day = \$750.00 1 day Writing Prompt Development Workshop @ \$750/day = \$750.00 3 days Analysis of Writing Prompt Results @\$750/day = \$2,250.00 2 days Using Data to Inform Instruction Workshop @ \$750/day = \$1,500.00 8 Writing Seminars @ \$450/seminar = \$3,600.00	
325	<i>Parental Activities</i> Expenditures related to services for parenting, including workshop presenters, counseling services, baby-sitting services and overall seminar/workshop costs.	\$
	All Parental activities supported with in-kind funds.	
330	<i>Other Professional/Technical Services</i> Payments for professional or technical services that are not directly related to instructional activities. Included in the category are payments for data processing, management consultants, legal services, etc. Do not include the cost of an independent auditor in this category.	\$
400	<i>Purchased Property Services</i> Services purchased to operate, repair, maintain, and rent property owned or used by the grantee. These services are performed by persons other than grantee employees. While a product may or may not result from the transaction, the primary reason for the purchase is the service provided.	\$

580	<i>Travel</i> Expenditures for transportation, meals, hotel and other expenses associated with <u>staff</u> travel. Per diem payments to staff in lieu of reimbursement for subsistence (room and board) are also included in the category.	\$
590	<i>Other Purchased Services</i> All other payments for services rendered by organizations or personnel not on the GRANTEE payroll, not detailed in Object Code 580. These include: Insurance Costs (other than employee benefits) – payments for all types of insurance coverage including property, liability and fidelity; and Printing and Binding – publication costs and advertisement – any expenditures for announcements in professional publications, newspapers or broadcasts over radio or television including personnel recruitment, legal ads and the purchase and sale of property.	\$
611	<i>Instructional Supplies</i> Expenditures for consumable items purchased for instructional use. Online application usage fees and instructional software are included in this category.	\$9,327.00
	Software MyAccess! 3 year subscription 105 licenses @ \$54 each = \$5,670.00 Inspiration 27 licenses @ \$28.00 each = \$756.00 MS Office 2008 27 licenses @ \$51.89 each = \$1,401.00 (volume license) Additional software purchased with in-kind local funds Classroom and teacher supplies, books, etc. 5 teachers @ \$300/teacher = \$1,500.00	
700	<i>Property/Equipment</i> In accordance with the Connecticut State Comptroller's definition of equipment. Included in this category are all items of equipment (machinery, tools, furniture, vehicles, apparatus, etc.) with a value of over <u>\$1,000</u> and a useful life of more than one year.	\$30669.95
	One Bretfort Mobile Cart - \$1,499.95 Extreme Base Stations – 5 @ \$159.00 each = \$795.00 MacBook Laptops with AppleCare – 25 @ \$1112.00 each = \$27800.00 HP 1020 Printers – 2 @ \$200.00 each = \$400.00 Teacher laptop cases – 5 @ \$35.00 each = \$175.00 Additional laptops purchased with in-kind local funds.	
890	<i>Other Objects (Miscellaneous Expenditures)</i> Expenditures for goods or services not properly classified in one of the above objects. Included in the category could be expenditures for dues and fees, judgments against a grantee that are not covered by liability insurance and interest payments on bonds and notes. Non-instructional software is included in this category.	\$
	TOTAL	\$56,766.95

Statement of Assurances

Statement of Assurances
Connecticut State Department of Education
Standard Statement of Assurances
Grant Programs

PROJECT TITLE: Brooklyn Middle School Online Writing Project

THE APPLICANT: Brooklyn Schools HEREBY ASSURES THAT:
(Insert Agency/School Name)

- A. The applicant has the necessary legal authority to apply for and receive the proposed grant;
- B. The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this application for and on behalf of said applicant, and otherwise to act as the authorized representative of the applicant in connection with this application;
- C. The activities and services for which assistance is sought under this grant will be administered by or under the supervision and control of the applicant;
- D. The project will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the Connecticut State Board of Education and the State Department of Education;
- E. Grant funds shall not be used to supplant funds normally budgeted by the agency;
- F. Fiscal control and accounting procedures will be used to ensure proper disbursement of all funds awarded;
- G. The applicant will submit a final project report (within 60 days of the project completion) and such other reports, as specified, to the State Department of Education, including information relating to the project records and access thereto as the State Department of Education may find necessary;
- H. The Connecticut State Department of Education reserves the exclusive right to use and grant the right to use and/or publish any part or parts of any summary, abstract, reports, publications, records and materials resulting from this project and this grant;
- I. If the project achieves the specified objectives, every reasonable effort will be made to continue the project and/or implement the results after the termination of state/federal funding;
- J. The applicant will protect and save harmless the State Board of Education from financial loss and expense, including legal fees and costs, if any, arising out of any breach of the duties, in whole or part, described in the application for the grant;
- K. At the conclusion of each grant period, the applicant will provide for an independent audit report acceptable to the grantor in accordance with Sections 7-394a and 7-396a of the Connecticut General

Statutes, and the applicant shall return to the State Department of Education any moneys not expended in accordance with the approved program/operation budget as determined by the audit;

- L. The grant award is subject to approval of the State Department of Education and availability of state or federal funds.
- M. The applicant agrees and warrants that Sections 4 -190 to 4 -197, inclusive, of the Connecticut General Statutes concerning the Personal Data Act and Sections 10-4-8 to 10-4-10, inclusive, of the Regulations of Connecticut State Agencies promulgated there under are hereby incorporated by reference.

N. Required Language:

- 1) For the purposes of this section, "Commission" means the Commission on Human Rights and Opportunities.

For the purposes of this section "minority business enterprise" means any small contractor or supplier of materials fifty-one per cent or more of the capital stock, if any, or assets of which is owned by a person or persons: (1) Who are active in the daily affairs of the enterprise, (2) who have the power to direct the management and policies of the enterprise and (3) who are members of a minority, as such term is defined in subsection (a) of section 32-9n; and "good faith" means that degree of diligence which a reasonable person would exercise in the performance of legal duties and obligations. "Good faith efforts" shall include, but not be limited to, those reasonable initial efforts necessary to comply with statutory or regulatory requirements and additional or substituted efforts when it is determined that such initial efforts will not be sufficient to comply with such requirements.

- 2) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved, in any manner prohibited by the laws of the United States or of the state of Connecticut. The contractor further agrees to take affirmative action to insure that applicants with job-related qualifications are employed and that employees are treated when employed without regard to their race, color, religious creed, age, marital status, national origin, ancestry, sex, mental retardation, or physical disability, including, but not limited to, blindness, unless it is shown by such contractor that such disability prevents performance of the work involved; (b) the contractor agrees, in all solicitations or advertisements for employees placed by or on behalf of the contractor, to state that it is an "affirmative action-equal opportunity employer" in accordance with regulations adopted by the Commission; (c) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (d) the contractor agrees to comply with each provision of this section and sections 46a-56, 46a-68e and 46a-68f and with each regulation or relevant order issued by said Commission pursuant to sections 46a-56, 46a-68e and 46a-68f; (e) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent

books, records and accounts, concerning the employment practices and procedures of the contractor as relate to the provisions of this section and section 46a-56.

- 3) Determination of the contractor's good faith efforts shall include but shall not be limited to the following factors: The contractor's employment and subcontracting policies, patterns and practices; affirmative advertising, recruitment and training; technical assistance activities and such other reasonable activities or efforts as the Commission may prescribe that are designed to ensure the participation of minority business enterprises in public works projects.
- 4) The contractor shall develop and maintain adequate documentation, in a manner prescribed by the Commission, of its good faith efforts.
- 5) The contractor shall include the provisions of section (2) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.
- 6) The contractor agrees to comply with the regulations referred to in this section as the term of this contract and any amendments thereto as they exist on the date of the contract and as they may be adopted or amended from time to time during the term of this contract and any amendments thereto.
- 7) (a) The contractor agrees and warrants that in the performance of the contract such contractor will not discriminate or permit discrimination against any person or group of persons on the grounds of sexual orientation, in any manner prohibited by the laws of the United States or of the state of Connecticut, and that employees are treated when employed without regard to their sexual orientation; (b) the contractor agrees to provide each labor union or representative of workers with which such contractor has a collective bargaining agreement or other contract or understanding and each vendor with which such contractor has a contract or understanding, a notice to be provided by the Commission on Human Rights and Opportunities advising the labor union or workers' representative of the contractor's commitments under this section, and to post copies of the notice in conspicuous places available to employees and applicants for employment; (c) the contractor agrees to comply with each provision of this section and with each regulation or relevant order issued by said Commission pursuant to section 46a-56; (d) the contractor agrees to provide the Commission on Human Rights and Opportunities with such information requested by the Commission, and permit access to pertinent books, records and accounts, concerning the employment practices and procedures of the contractor which relate to the provisions of this section and section 46a-56.
- 8) The contractor shall include the provisions of section (7) above in every subcontract or purchase order entered into in order to fulfill any obligation of a contract with the state and such provisions shall be binding on a subcontractor, vendor or manufacturer unless exempted by regulations or orders of the Commission. The contractor shall take such action with respect to any such subcontract or purchase order as the Commission may direct as a means of enforcing such provisions including sanctions for noncompliance in accordance with section 46a-56; provided, if such contractor becomes involved in, or is threatened with, litigation with a subcontractor or vendor as a result of

such direction by the Commission, the contractor may request the state of Connecticut to enter into any such litigation or negotiation prior thereto to protect the interests of the state and the state may so enter.

I, the undersigned authorized official; hereby certify that these assurances shall be fully implemented.

Signature: _____

Name: Dr. Louise S. Berry
(please type or print)

Title: Superintendent
(please type or print)

Date: July 30, 2009

Rev. 5/06

Affirmative Action Packet is on File

CERTIFICATION THAT A CURRENT AFFIRMATIVE ACTION PACKET IS ON FILE

Agencies with an Affirmative Action Plan on file need to certify such by signing the statement below.

I, the undersigned authorized official hereby certify that the applying organization/agency has a current Affirmative Action Packet on file with the Connecticut State Department of Education. The Affirmative Action Packet is, by reference, made a part of this application.

Signature of Authorized Official

July 30, 2009

Date

Dr. Louise S. Berry, Superintendent

Name and Title

Agreement Form

The district agrees to each of the following statements:

- The district has an approved technology plan (July 1, 2009 – June 30, 2012) on file at CSDE.
- The district will participate in pilots for statewide online assessment initiatives as requested.
- The district will ensure that teachers involved in the project have access to the online writing tools and any other resources, and full-time use of a laptop, netbook, or desktop computer.
- The district will ensure that students will participate in project activities through at least the 2010-11 school year.
- The school is connected to the Connecticut Education Network (CEN).
- The district will participate in grant/project evaluation as required during the 2009-10, 2010-11 and 2011-12 school years.

District Superintendent:

<u>Dr. Louise S. Berry</u>	_____	<u>July 30, 2009</u>
Name	Signature	Date

School/District Technology Coordinator:

<u>Glen Lessig</u>	_____	<u>July 30, 2009</u>
Name	Signature	Date

